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KentuckyHistoricalSociety

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INTRODUCTION

Thank you for scheduling a visit to the core exhibition of the Thomas D. Clark Center for Kentucky History: *A Kentucky Journey*. This 20,000-square-foot installation is a walk through time, complete with the sights, sounds, and textures of the past. Eight chronological areas feature artifacts, images, and life-size environments that evoke places in time. Museum theatre presentations can be scheduled to further enhance the exhibition. Museum theatre plays are listed at the end of each exhibition guide section, but be sure to book them ahead of time.

This guide is intended to help you prepare intermediate- and middle-level students for visiting the museum. Contents include:

- A diagram of the exhibition
- A listing of exhibition links to social studies, arts, and language arts content in the Kentucky Department of Education's "Combined Curriculum Document 2006"
- Touring guides that explain the orientation program and suggest ideas for engaging students in the galleries
- Ideas for developing writing assignments based on the museum
- Exhibition guides that describe the chronological areas and list details to explore
- Resource lists that suggest books and online resources that can be used for follow-up activities

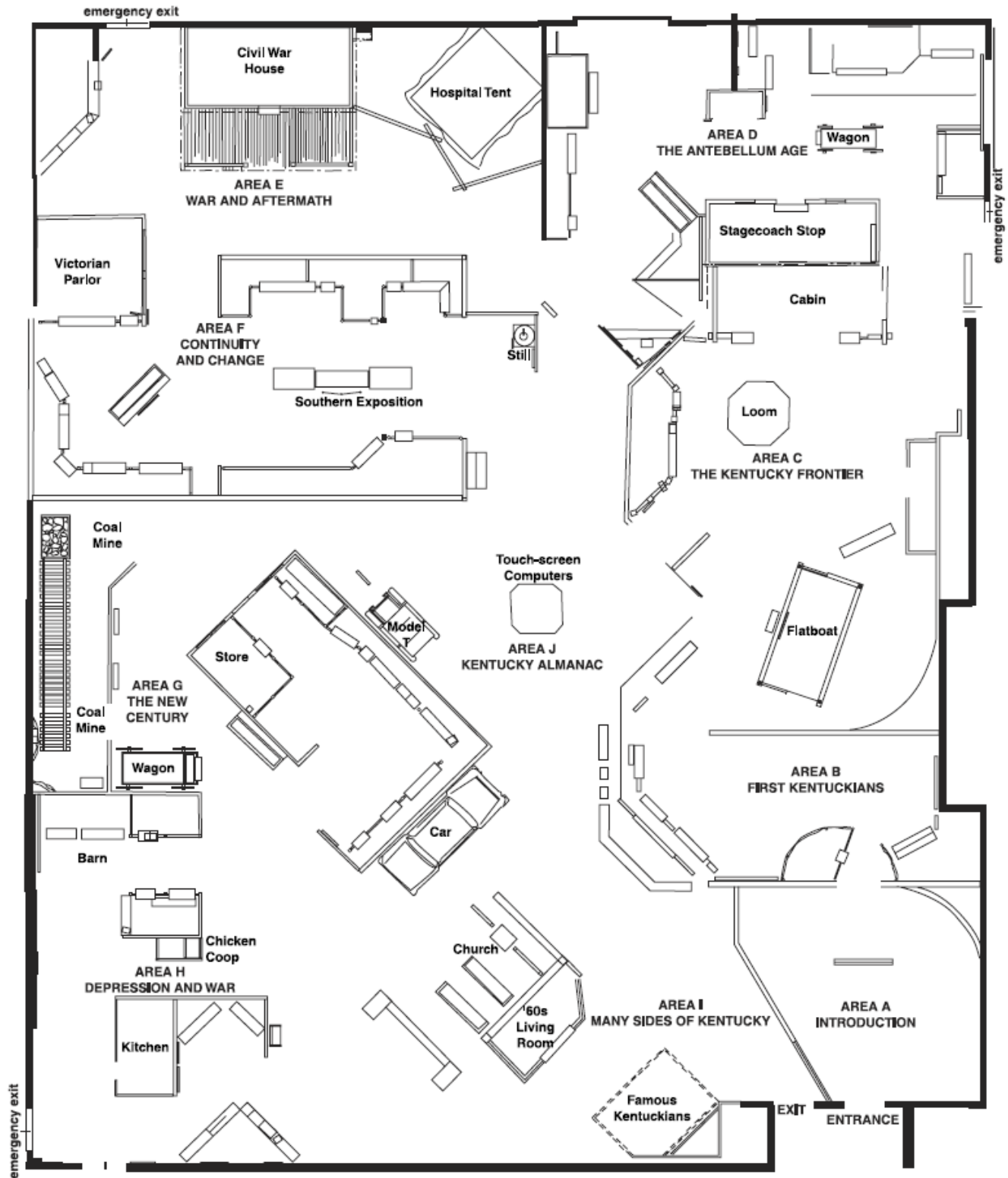
We hope these materials will help you tailor your students' visit to your curriculum. Please do not hesitate to call us if you need additional information.

Kentucky Historical Society
100 West Broadway
Frankfort, KY 40601
502-564-1792, ext. 4424
Email: KHSTours@ky.gov

This teacher's guide is available on the KHS Web site, www.history.ky.gov on the "Plan a Field Trip" page.



A KENTUCKY JOURNEY



LINKS TO THE FOURTH-GRADE PROGRAM OF STUDIES

Historical Perspective

- Students will understand that history is an account of human activities that is interpretive in nature and a variety of tools (e.g., primary and secondary sources) are needed to analyze and understand historical events (SS-4-HP-U-1).
- Students will understand that the history of Kentucky can be analyzed by examining the connected events shaped by multiple cause-and-effect relationships, tying past to present (SS-4-HP-U-2).
- Students will understand that the history of Kentucky has been impacted by significant individuals, groups, and advances in technology (SS-4-HP-U-3).

Culture and Society (2.17)

- Students will understand that culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Through a society's culture, individuals learn the relationships, structures, patterns and processes to be members of the society (SS-4-CS-U-1).
- Students will understand that a variety of factors promote cultural diversity in the state of Kentucky (SS-4-CS-U-4).
- Students will understand that cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior and respond to human needs (SS-4-CS-U-2).
- Students will understand that interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture (SS-4-CS-U-3).

Economics

- Students will understand that a variety of fundamental economic concepts impact individuals and groups (SS-4-E-U-2).
- Students will understand that production and distribution of goods and services have changed over time in Kentucky (SS-4-E-U-5).
- Students will understand that individuals, groups and businesses demonstrate interdependence as they make economic decisions about the use of resources (e.g., natural, human, capital) in the production, distribution, and consumption of goods and services (SS-4-E-U-6).

Geography

- Students will understand that patterns emerge as humans move, settle and interact on Earth's surface and can be identified by examining the location of physical and human characteristics, how they are arranged and why they are in particular locations. Economic, political, cultural and social processes interact to shape patterns of human populations, interdependence, cooperation and conflict (SS-4-G-U-2).
- Students will understand that regions help us to see Earth as an integrated system of places and features organized by such principles as landform types, political units, economic patterns, and cultural groups (SS-4-G-U-3).
- Students will understand that people depend on, adapt to, or modify the environment to meet basic needs. Human actions modified the physical environment and in turn, the physical environment limited and/or promoted human activities in the settlement of Kentucky (SS-4-G-U-4).

Arts and Humanities

- Students will understand that the arts are powerful tools for understanding human experiences both past and present (AH-4-HA-U-1).
- Students will understand that the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves (AH-4-HA-U-2).
- Students will understand that the arts play a major role in the creation and defining of cultures and building civilizations (AH-4-HA-U-3).
- Students will understand that the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions (AH-4-PCA-U-3).

Speaking, Listening, and Observing

- Students will understand that observation involves interpreting and constructing meaning. By viewing context, students infer, construct meaning, draw conclusions and form opinions about the world around them (EL-4-SLO-U-4).

LINKS TO THE FIFTH-GRADE PROGRAM OF STUDIES

Historical Perspective

- Students will understand that the history of the United States can be analyzed by examining significant eras (*Colonization and Settlement, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration and the Twentieth Century*) to develop a chronological understanding and recognize cause-and-effect relationships and multiple causation, tying past to present (SS-5-HP-U-2).
- Students will understand that history is an account of human activities that is interpretive in nature. A variety of tools (e.g., primary and secondary sources) are needed to understand and analyze historical events (SS-5-HP-U-1).
- Students will understand that the history of the United States has been impacted by significant individuals, groups, and advances in technology (SS-5-HP-U-3).
- Students will understand that geography, culture, and economics have a significant impact on historical perspectives and events (SS-5-HP-U-4).

Culture and Society

- Students will understand that culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Through a society's culture, individuals learn the relationships, structures, patterns and processes to be members of the society (SS-5-CS-U-1).
- Students will understand that cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior and respond to human needs (SS-5-CS-U-2).
- Students will understand that interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture (SS-5-CD-U-3).
- Students will understand that a variety of factors promote cultural diversity in a society, nation and world (SS-5-CD-U-4).

Economics

- Students will understand that production, distribution and consumption of goods and services have changed over time in the United States (SS-5-E-U-5).
- Students will understand that individuals, groups and businesses in the United States

demonstrate interdependence as they make economic decisions about the use of resources (e.g., natural, human, capital) in the production, distribution, and consumption of goods and services (SS-5-E-U-6).

Geography

- Students will understand that patterns emerge as humans move, settle and interact on Earth's surface and can be identified by examining the location of physical and human characteristics, how they are arranged and why they are in particular locations. Economic, political, cultural and social processes interact to shape patterns of human populations, interdependence, cooperation and conflict (SS-5-G-U-2).
- Students will understand that people depend on, adapt to, and/or modify the environment to meet basic needs. Human actions modified the physical environment and in turn, the physical environment limited and/or promoted human activities in the settlement of the United States (SS-5-G-U-4).

Arts and Humanities

- Students will understand that the arts are powerful tools for understanding human experiences both past and present (AH-5-HA-U-1).
- Students will understand that the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves (AH-5-HA-U-2).
- Students will understand that the arts play a major role in the creation and defining of cultures and building civilizations (AH-5-HA-U-3).
- Students will understand that the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions (AH-5-PCA-U-3).

Speaking, Listening, and Observing

- Students will understand that observation involves interpreting and constructing meaning. By viewing context, students infer, construct meaning, draw conclusions and form opinions about the world around them (EL-5-SLO-U-4).

LINKS TO THE EIGHTH-GRADE PROGRAM OF STUDIES

Historical Perspective

- Students will understand that U.S. History can be analyzed by examining significant eras . . . to develop chronological understanding and recognize cause-and-effect relationships and multiple causation (SS-8-HP-U-2).
- Students will understand that history is an account of human activities that is interpretive in nature, and a variety of tools (e.g., primary and secondary sources, data, artifacts) are needed to analyze and understand historical events (SS-8-HP-U-1).
- Students will understand that U.S. History (prior to Reconstruction) has been impacted by significant individuals and groups (SS-8-HP-U-3).
- Students will understand that geography, culture, and economics have a significant impact on historical perspectives and events (SS-8-HP-U-4).
- Students will understand that advances in science and technology have a significant impact on historical events (SS-8-HP-U-5).

Cultures and Societies

- Students will understand that culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Through a society's culture, individuals learn the relationships, structures, patterns and processes to be members of the society (SS-8-CS-U-1).
- Students will understand that cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior, and respond to human needs (SS-8-CS-U-2).
- Students will understand that interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture (SS-8-CS-U-3).
- Students will understand that multiple factors contributed to the cultural diversity of the United States prior to Reconstruction; an understanding and appreciation of the diverse complexity of cultures is essential in our society (SS-8-CS-U-4).

Economics

- Students will understand that the basic economic problem confronting individuals, societies and government in the development of the United States prior to Reconstruction was scarcity; as a result of scarcity, economic

choices and decisions were made (SS-8-E-U-1).

- Students will understand that the development of the American economic system, institutions and markets prior to Reconstruction helped individuals, groups and governments achieve their goals and impacted life in the United States (SS-8-E-U-2).
- Students will understand that individuals, businesses and the government of the U.S. prior to Reconstruction made economic decisions about the use of resources in the production, distribution and consumption of goods and services (SS-8-E-U-4).

Geography

- Students will understand that patterns emerge as humans move, settle, and interact on Earth's surface and can be identified by examining the location of physical and human characteristics, how they are arranged, and why they are in particular locations. Economic, political, cultural and social processes interact to shape patterns of human populations, interdependence, cooperation and conflict in the United States prior to Reconstruction (SS-8-G-U-2).
- Students will understand that people depended on, adapted to, or modified the environment to meet basic needs. Human actions modified the physical environment and in turn, the physical environment limited or promoted human activities in the United States prior to Reconstruction (SS-8-G-U-4).

Arts and Humanities

- Students will understand that the arts are powerful tools for understanding human experiences both past and present (AH-8-HA-U-1)
- Students will understand that the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves (AH-8-HA-U-2).
- Students will understand that the arts play a major role in the creation and defining of cultures and building civilizations (AH-8-HA-U-3).

Speaking, Listening, Observing

- Students will understand that observation involves interpreting and constructing meaning. By viewing in context, students infer, construct meaning, draw conclusions and form opinions about the world around them (EL-8-SLO-U-4).

TOURING GUIDE

ORIENTATION

Overview

Guided by a KHS staff member, students use a timeline, artifacts, images, and other primary sources to become familiar with the eight eras interpreted in the exhibition.

Curriculum Connections

- Kentucky history
- U.S. history eras
- Primary sources
- Timelines

Background

This fifteen-minute program involves students in the identification of major eras in Kentucky and American history and the interpretation of a variety of sources of historical information. The eras, which define the eight areas of the exhibition, *A Kentucky Journey*, are:

- Prehistory (Area B)—10,000 B.C.-A.D. 1750
- Frontier (Area C)—1750-1800
- Antebellum (Area D)—1800-1860
- Civil War and Reconstruction (Area E)—1860-1875
- Gilded Age (Area F)—1875-1900
- New Century (Area G)—1900-1930
- Depression and World War (Area H)—1930-1950
- Postwar and Contemporary Kentucky (Area I)—1950-1990

In the orientation program, students use a collection of artifacts, images, and quotes to identify the eras and examine change over time. These materials represent primary sources. This type of source was created in the time period being studied. Secondary sources, such as textbooks, are created by historians, experts, and others who did not live in the time period. This type of source is based on research and interpretation of primary sources.

Before the Trip

Intermediate

- Review time terminology (year, decade, century, millennium). Talk about the difference between these measurable units of

time and more subjective units, like generations and era.

- Introduce the concept of timelines by charting a school day on a timeline. Or, challenge students to create timelines of their lives or a favorite topic.

Middle

- Examine texts and other history books to learn how historians have divided time into eras. Predict the eras of Kentucky history in the exhibition or review them using the materials in this guide.
- Brainstorm a list of sources for studying the past and sort them into primary and secondary categories. Discuss the reliability of different kinds of sources.

In the Museum

You can help the staff member conduct the program by:

- Telling her or him your plans for seeing the exhibition and other features in the Center
- Making sure as many students as possible get a chance to participate
- Keeping order!

After the orientation, your guide will escort you to the exhibition and get you started. Once in the exhibition, you are on your own. We rely on teachers and chaperones to make sure students behave well in the museum, and we reserve the right to ask disruptive students or classes to leave.

Museum Etiquette

- Talk, don't yell.
- Walk, don't run.
- Use pencils and notebooks or clipboards for assignments.
- Leave all food, beverages, and chewing gum outside the gallery.
- Do not use flash cameras, laser pointers, or video equipment in the exhibition.

TOURING GUIDE

SELF-GUIDED TOUR TACTICS

Overview

We hope your visit to the Thomas D. Clark Center for Kentucky History coincides with a unit of study. We encourage you to contact us for more specific information if it will help you plan your visit. To avoid the “pinball effect” that sometimes occurs when students are turned loose in a big museum exhibition, we urge you to develop a touring plan. The ideas below suggest general strategies for exploring the exhibition and accessing its many resources.

Touring Tactics with Curriculum Connections

If your visit coincides with the study of a historical era, try one of these strategies:

- Go directly to the exhibition area that interprets the era and focus on it first, using the Exhibition Guides to develop a plan.
- Challenge student groups to gather information from the rest of the exhibition to compare to the period you are studying. Assign groups an exhibition area or a theme that appears throughout.

If your unit is based on a theme or issue, consider these options:

- Contact us for a list of related exhibition features.
- Give your students notebooks and ask them to record pertinent information and make sketches from the entire exhibition.
- Assign group specific eras to examine closely and encourage “enlightened browsing” in the remaining areas.

If your visit is part of an extended unit, such as Kentucky Studies or U.S. history, think about using one of these approaches:

- Use the exhibition early in the unit to pique interest in the theme and generate lists of events, figures, and other topics to research back in the classroom.

- Access exhibition sources to supplement student research projects. Make sure to contact us before your visit to be certain we have what you need!
- Identify, discuss, sketch, and write about the “real things” that correspond to and enhance information in your texts.

Although exhibition resources can be used to teach the content and processes of many academic expectations, they are best suited to historical perspective. To help students strengthen historical thinking skills while touring the exhibition, consider the following:

- To aid chronological understanding, give students blank timelines and tell them to note the most significant events exhibited in each era, or create chronologies on themes of their choice.
- To explore change over time, arm students with blank Venn diagrams and assign them two eras to compare and contrast. Or, create matrices for comparing one or more topics through several periods.
- To help students learn about cause-and-effect relationships, create worksheets or notebooks with two columns, one for events and another for causes. Assign events to research or have students identify their own.
- Provide practice in using a variety of research tools by asking groups to identify three sources—print, visual, and artifact—related to a topic or issue and take notes on each.
- To examine the impact of individuals on history, ask students to discover a person who made Kentucky history. Or, challenge groups to find a series of people who contributed over time to politics, business, the arts, and so on.

TOURING GUIDE

WRITING AND THE MUSEUM

Overview

For many students, museum visits are memorable experiences. Writing about objects, images, and ideas encountered in tours and exhibitions can help channel learning. Students can use logs and journals to gather information for personal expressive, literary, or transactive writing pieces like those in the following sample assignments.

Personal Expressive Assignments

- Find an artifact, image, room setting, or display that reminds you of an incident in your life. Make notes about the museum resource in a double-entry journal to prepare for writing a personal narrative.
- Identify something in the exhibition that reminds you of a significant person or place in your life. Use an observation log to make notes that will help you write a memoir.
- During the museum visit, make notes for a personal essay that addresses a theme such as “How I fit into Kentucky history.”

Literary Writing Assignments

- Use an observation log to note words that evoke the five senses in one area of the exhibition. Back at school, write a poem using the words in your log.
- Use word-and-picture logs to collect information about daily life during one of the eras illustrated in the exhibition. Back at school, write a story or script based on your log.
- Note the details in a room setting while you are in the museum. Back at school, write a story about a day in the life of that room.

Transactive Writing Assignments

- Create a picture or alphabet book about an aspect of Kentucky history to share with younger students back at school.
- Take digital pictures (without the flash!) for a poster exhibit on a specific or general theme. Back at school, write captions for the pictures and arrange them on poster-board to share with students who did not go on the field trip.
- Write a guide to the museum for parents to use for a family field trip.
- Write an article for the school newsletter or Web site about the exhibition or the field trip.
- Write a persuasive letter to your principal explaining what you did on the field trip that could not have been accomplished in the classroom.
- Write a review of the exhibition or a museum theatre presentation. Plan to share a copy with the KHS staff!

Resources

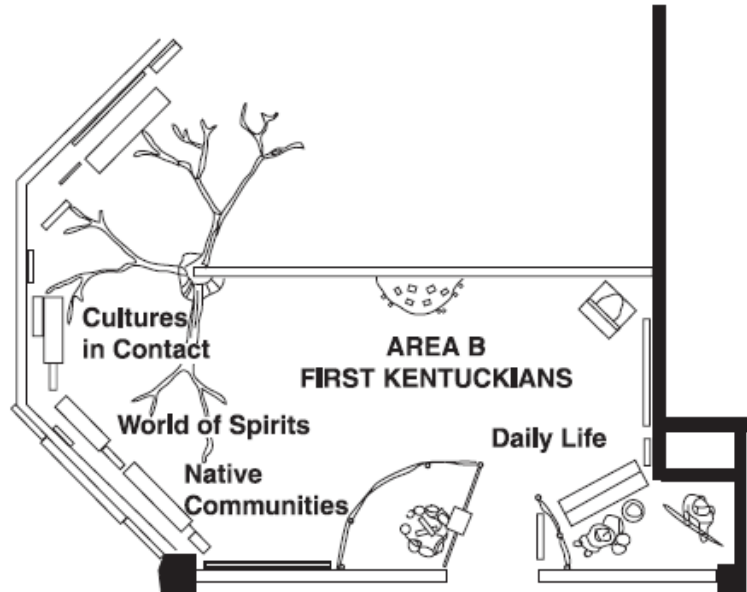
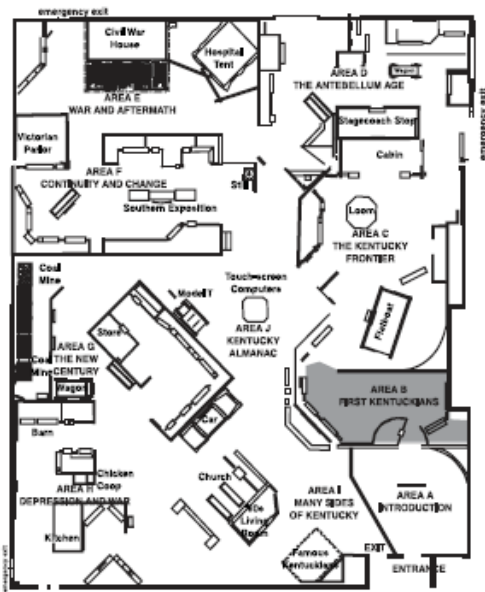
Galt, Margot Fortunato. *The Story in History: Writing Your Way into the American Experience*. New York, 1992—Step-by-step instructions for writing assignments that encourage students to interpret family history, biography, and periods of American history in poetry and prose.

Smithsonian Institution. *Collecting Their Thoughts: Using Museums as Resources for Student Writing*. Washington, D.C., 1993—Writing assignment ideas and student writing samples based on teacher workshops offered at the Smithsonian’s museums.

Teacher’s Curriculum Institute. “Writing for Understanding.” In *History Alive! Engaging All Learners in the Diverse Classroom*. Menlo Park, Calif., 1994—Useful guidelines for incorporating writing into middle- and high-school history classes, from creating meaningful assignments to assessing student work.

EXHIBITION GUIDE

AREA B: THE FIRST KENTUCKIANS



Overview

This area examines native peoples in Kentucky—from ancient Paleoindian hunters to the Shawnee and Cherokee who claimed the region when the first white explorers arrived. Exhibition features include:

- a life-size structure and mural of a Green River hunting camp of the Archaic Period, 5000 years ago;
- displays about lifeways, native communities, rituals and ceremonies, and contact between cultures.

Curriculum Connections

- Culture
- Native Americans in Kentucky
- People and the environment
- Prehistory

Background

Daily Life

Native American peoples lived, hunted, and farmed the land that became Kentucky for thousands of years before Europeans arrived. Even the earliest prehistoric Indians made stone and wooden hunting tools. Archaic people grew squash, and Woodland people expanded horticultural practices with corn and beans. The development of pottery in the Woodland Period led to new cooking methods that survived until the arrival of metal cookware.

Native Communities

Diverse social structures existed among the first peoples of Kentucky. Hunter-gatherers who dominated the earliest centuries lived in temporary

camps as they followed the animals they needed to survive. As they began to grow gardens in the Woodland Period, the Indians established more permanent villages. Later towns ranged in size from the small circular villages of Fort Ancient groups to the sprawling towns of Mississippian cultures.

World of Spirits

American Indians in Kentucky practiced diverse forms of religion. Decorative objects and trade goods excavated at sites dating as far back as the Archaic Period are evidence of the spiritual life of early cultures. Goods found in later burials reflect social hierarchies that may have governed ceremonial activities. Based on the practices of historic groups like the Shawnee and Cherokee, archaeologists feel that prehistoric cultures conducted seasonal rituals to ensure successful hunts and crops and year-round ceremonies to prepare for battles, observe rites of passage, and honor the dead.

Cultures in Contact

Indian groups did not live in isolation. Contact between native cultures beginning as early as the Archaic period led to the extensive transcontinental trade networks of the Woodland and Late Prehistoric Periods. When European explorers and hunters arrived, they found people accustomed to trading for goods not available locally. For the natives, trade with the Europeans evolved from a mutually beneficial endeavor to the dependence on foreign goods that threatened traditional culture.

Primary Sources

- Artifacts: ceramics, ornaments, tools
- Eyewitness accounts about Indian burials, celebrations, clothing, and villages

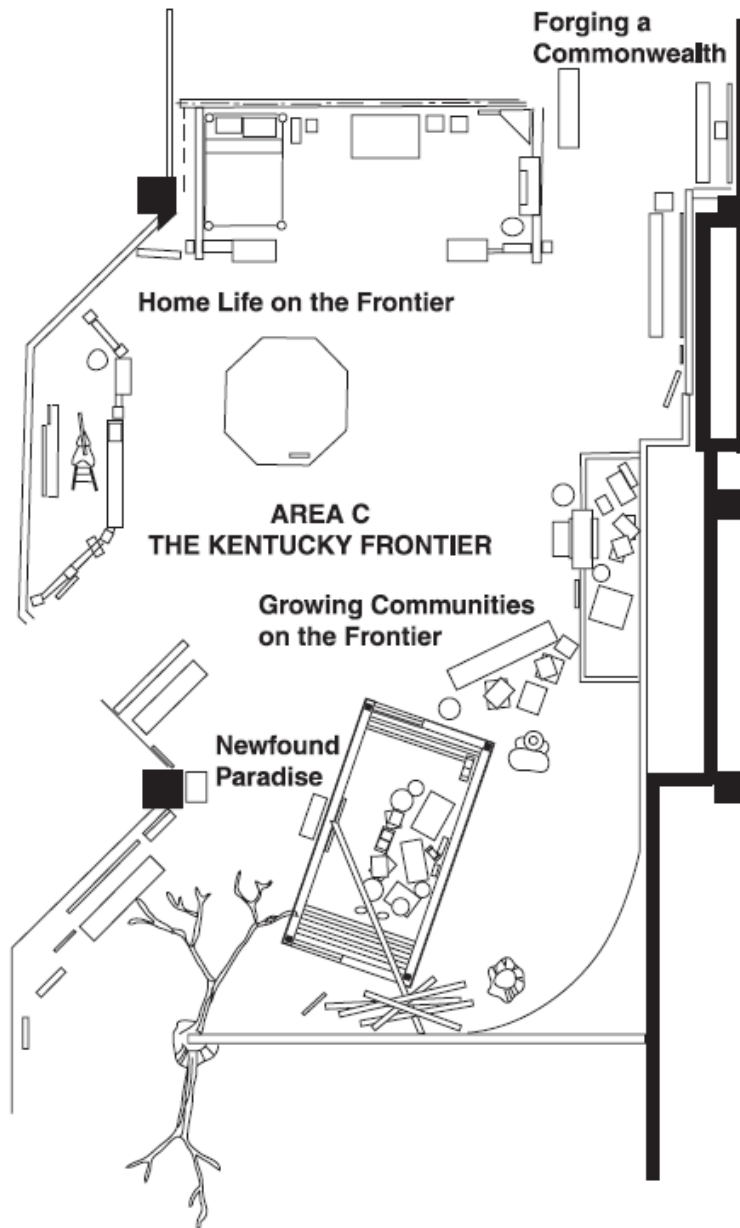
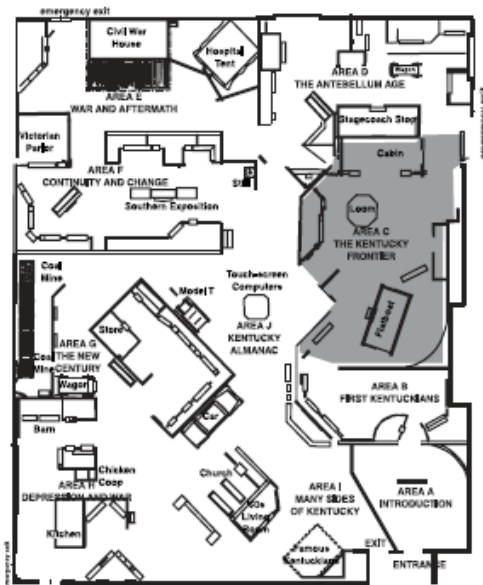
Exhibition Features for Diverse Learners

- Drawers of artifacts to open and see
- Fur pelts to touch
- Guessing game about the many uses of deer
- Life-size mural showing Archaic camp

- Maps of archaeological sites in Kentucky and trade routes across the continent
- Shell midden with embedded debris
- Timeline showing four prehistoric and one historic period of native cultures Video about prehistoric toolmaking
- Walk-through Archaic structure
- “Who Am I?” artifact guessing game

EXHIBITION GUIDE

AREA C: FRONTIER KENTUCKY



Overview

This area examines the settlement of Kentucky by European and African Americans. Exhibition features include:

- two buildings, a portion of a flatboat, and a mural representing the boat landing at Limestone;
- displays about exploration, agriculture and domestic life, early towns and commerce, military events, and statehood.

- Agriculture
- Commerce
- Conflict with Indians
- Explorers
- Institutions
- Pioneers
- Statehood
- Towns

Curriculum Connections

Background

Newfound Paradise

Dreams of economic gain lured the first Euroamericans over the Appalachians. Buffalo, deer, and beaver attracted hunters and fur traders in the 1760s. In the years that followed, fertile land and the mild climate drew farmers, rich and poor, to Kentucky. Speculators joined the first settlers, eager to obtain land for resale. The wave of settlement began at Fort Harrod in 1774. By 1800, nearly two hundred forts and stations had been established.

Growing Communities

Towns grew quickly on the frontier. As commercial centers, they attracted merchants and craftspeople that sold and traded goods with farmers, hunters, and Indians. As social centers, they became the location of educational, religious, and political endeavors. From round-and-tumble ports like Limestone (now Maysville) to "well-appointed" towns like Lexington, these frontier communities symbolized the rapid transformation of the wilderness.

Domestic Life

Families composed the majority of Kentucky pioneers. Although they built stations for defense, they raised houses and planted crops at the earliest opportunity. Corn, grain, and livestock were the mainstays of these yeoman farmers. Those with large families or African American slaves stood the best chance of succeeding. While they raised most of their food and made clothing and furniture, few were entirely self-sufficient. They also turned to their neighbors for work and social events and formed schools and churches together.

Forging a Commonwealth

Plowing fields and building cabins were only part of the process of settling the frontier. Before settlers could live in safety, they had to resolve their differences with the Indians who hunted the region. They also had to deal with foreign powers that controlled access to trade routes. To govern their own affairs, they had to decide whether to separate from Virginia and create a new state.

Primary Sources

- Artifacts: hunting, surveying, and farm tools, household goods, store goods
- Eyewitness accounts about early schools and churches, farming, frontier stations, the port of Limestone, preparing buffalo meat, and settlers' journeys to Kentucky
- Images: illustrations, mural showing the boat landing at limestone, portraits
- Maps showing explorers' routes
- Probate inventories listing the values of goods of well-to-do and poor settlers

Exhibition Features for Diverse Learners

- Drawers of imported goods to pull out and see
- Guessing games about tools used in early trades and housebuilding
- Log house furnished with late-eighteenth-century household goods
- Walk-through flatboat section
- "Who Am I?" guessing game about surveyors

People

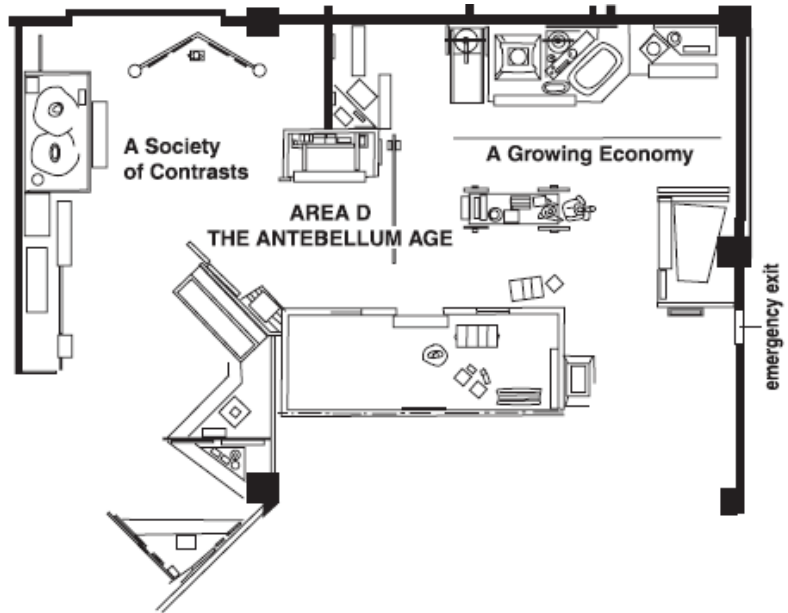
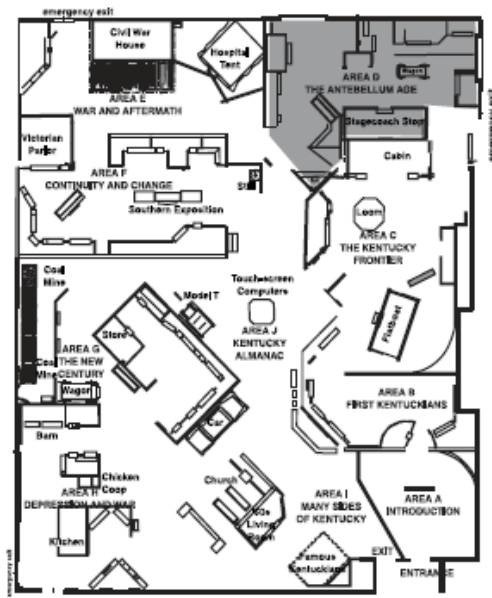
- *African Americans:* Monk Estill, Molly Logan
- *Explorers:* Daniel Boone, Monk Estill, Simon Girty, Simon Kenton
- *Military leaders:* George Rogers Clark
- *Native Americans:* Chief Cornstalk, Tecumseh
- *Politicians:* Aaron Burr, Charles Genet, Samuel McDowell, George Nicholas, Isaac Shelby, Thomas Todd, James Wilkinson
- *Women:* Rebecca Boone, Molly Logan, Mrs. Morrill, Ann Kennedy, Jane Trimble, Jenny Wiley

Museum Theatre (must be booked in advance)

- *Bound for Freedom: The Story of Frontier Slave Monk Estill*
- *Current Events: The Flatboat Adventures of John Stuart*
- *Westward into Kentucky: The Journal of Daniel Trabue*

EXHIBITION GUIDE

AREA D: THE ANTEBELLUM AGE



Overview

This area spans the first half of the nineteenth century, a time of growth and change for Kentucky. Exhibition features include:

- a life-size setting of a stop along a turnpike, including a toll gate, wagon, and tavern interior;
- thematic areas that explore the antebellum economy and early-nineteenth-century society.

Curriculum Connections

- Agriculture
- Arts and decorative arts
- Commerce
- Early industries
- Immigrants
- Institutions
- Politics
- Religion
- Slavery
- Transportation
- Women's history

Background

A Growing Economy

A growing population of free and slave labor boosted Kentucky's economy during the antebellum period. Agriculture and industries such as milling, distilling, and ropemaking brought prosperity to the commonwealth. Investors built roads to encourage trade. Locks and dams were constructed to open the state's waterways to steamboats. A new

transportation network made Kentucky's products available to markets outside the state.

A Society of Contrasts

The antebellum years were a time of social and cultural diversity. A wealthy minority furnished their country estates and urban townhouses with finely crafted Kentucky furniture and silver, patronized the arts, and sent their children to private academies. For a few decades, Lexington, with its artists, theaters, and Transylvania University, was known as the "Athens of the West." At the same time, over one-fifth of the population was African American slaves who had no rights and little hope of betterment. Likewise, the Irish and German immigrants who arrived during this era enjoyed freedom but faced discrimination and even violence. Across the countryside, yeoman farmers eking a living out of the land composed the majority of the population.

Primary Sources

- Artifacts: artisans' tools, currency, farm and early industrial tools, furniture, silver, textiles, silver
- Excerpts from *The Southern Business Directory*
- Eyewitness accounts of an early school, a houseraising, rope walk, religion, slavery, a tavern, and women's lives
- Images: illustrations, portraits
- Map showing 1830s transportation routes and distances

Exhibition Features for Diverse Learners

- Drawers of silver to pull out and see
- Furnished tavern interior
- Home remedies game
- Musical excerpts from a symphony by Anthony Philip Heinrich, fiddler Clyde Davenport, and shape-note singing
- Quilt samples to touch
- Timeline showing Kentuckians in national political races
- “Who Am I?” guessing games about farriers, wealthy matrons, and circuit riders

People

- *African Americans:* William Wells Brown, Diadema and Dennis Doram, Elisha Green
- *Authors:* William Wells Brown, Theodore O’Hara

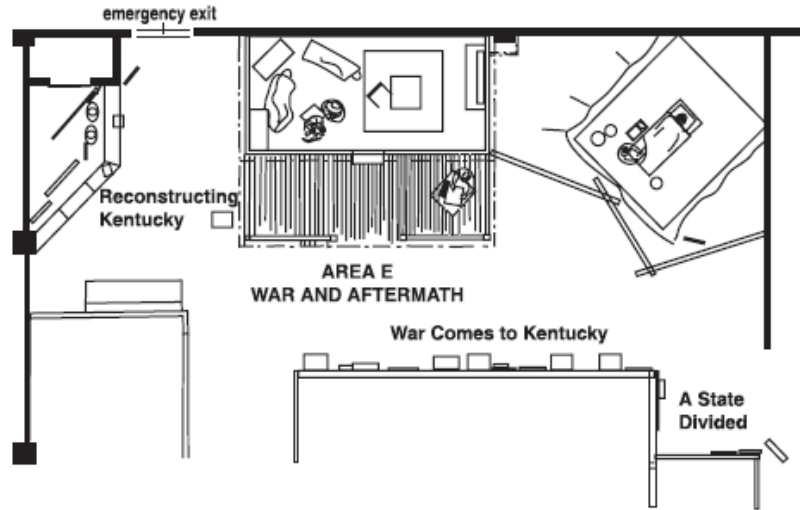
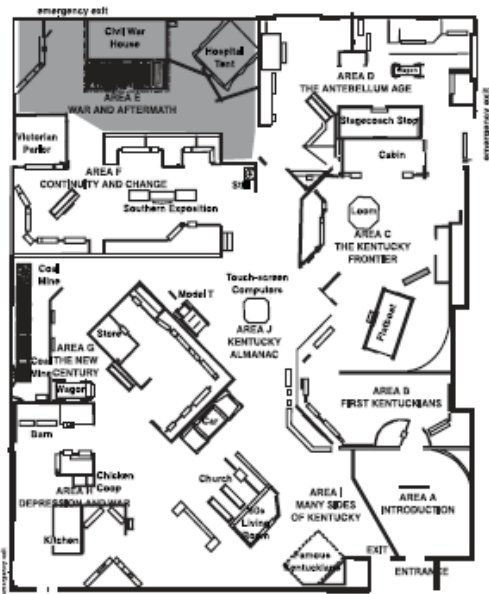
- *Artists:* John James Audubon, Joel Tanner Hart, Matthew Harris Jouett, Edward Troye
- *Military leaders:* Richard Mentor Johnson, Zachary Taylor
- *Physicians:* Luke Pryor Blackburn, Daniel Drake, Ephraim McDowell
- *Politicians:* John Cabell Breckinridge, Henry Clay, John Jordan Crittenden, Richard Mentor Johnson
- *Religious leaders:* Bishop Flaget, Elisha Green

Museum Theatre (must be booked in advance)

- *Back to the Bluegrass: Mary Todd Comes Home*
- *Necessity Knows No Law: The Lives and Liberties of Bloody Monday*

EXHIBITION GUIDE

AREA E: WAR AND AFTERMATH



Overview

This area examines the causes, events, and results of the American Civil War in Kentucky. Exhibition features include:

- a life-size setting representing a field hospital near the Perryville battlefield;
- Thematic areas that explore the causes of the war, its effects on civilians and the state, and Reconstruction.

Curriculum Connections

- African American history
- The Civil War
- Medical history
- Reconstruction
- Slavery and antislavery
- Women's history

Background

A State Divided

White Kentuckians held conflicting views of slavery before the war. Emancipationists and abolitionists opposed slavery, though they disagreed on the best way to end it. Divided over slavery and torn between economic and social ties with both North and South, Kentucky declared its neutrality at the start of the war. However, neutrality did not last, as Kentucky sided with the Union by September 1861. Two Kentucky natives served as leaders of the two sides. Abraham Lincoln, born near present day Hodgenville, was the President of the United States, while Jefferson Davis, born in present day Todd county, was President of the Confederacy.

War Comes to Kentucky

The war affected all Kentuckians—rich, poor, black, and white. Divided loyalties tore families apart. Perhaps as many as thirty thousand Kentucky soldiers died from battle wounds, accidents, and disease. Although Louisville businesses prospered, farmers lost crops and livestock to both armies. Slaves who joined the Union army faced discrimination, while those who remained at home were closely watched.

Reconstructing Kentucky

The Union victory did not resolve divisions within Kentucky. Some whites so opposed freedom for slaves that they turned to violence, attacking and lynching blacks throughout the state. Federal programs designed to help and protect African Americans angered even more Kentuckians. Forced by constitutional amendments to recognize black civil rights, many embittered white Kentuckians embraced the "lost cause" of the confederacy for years after the war's end.

Primary Sources

- Artifacts: military items, mourning clothing
- Eyewitness accounts about antiblack violence after the war, the antislavery movement, and the experiences of blacks and women during the war,
- Images: broadsides, illustrations, photographs, portraits
- Maps showing Union and Confederate geographical divisions, railroads in Kentucky, and Kentucky and Tennessee in 1863

Exhibition Features for Diverse Learners

- Audio account of Isaac Johnson's attempt to escape from slavery
- House converted into a hospital
- Surgeon's tent set up for an amputation
- Timeline showing military events in Kentucky

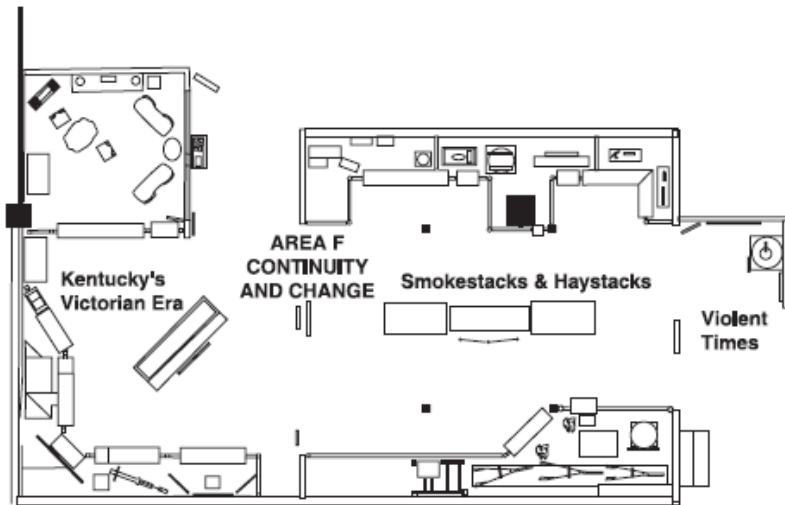
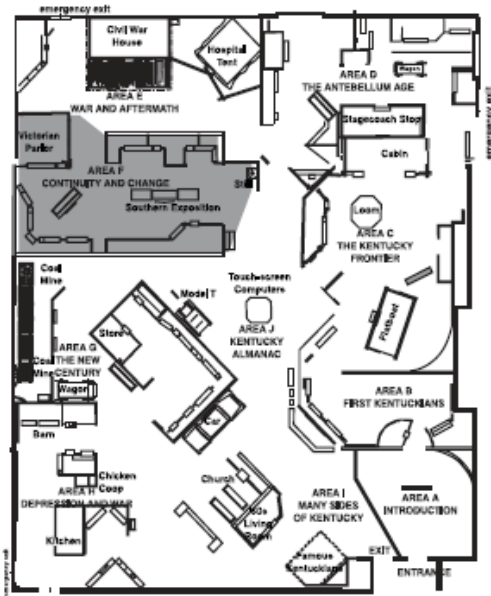
People

- *African Americans:* Josiah Henson, Isaac Johnson (audio), Elijah Marrs

- *Antislavery figures:* William Shreve Bailey, James G. Birney, Cassius Clay, Henry Clay, Calvin Fairbank, John Fee, Josiah Henson, Delia Webster
- *Military figures:* Braxton Bragg, Elijah Marrs, John Hunt Morgan
- *Politicians:* Jefferson Davis, Abraham Lincoln, Beriah Magoffin
- *Women:* Delia Webster, Mary Todd Lincoln

EXHIBITION GUIDE

AREA F: CONTINUITY AND CHANGE



Overview

This area explores the last quarter of the nineteenth century, a period of great change for the nation but one when many Kentuckians lived as they had for generations. Exhibition features include:

- a life-size setting representing the 1883 Southern Exposition;
- a Victorian parlor setting;
- thematic areas that explore industry and agriculture, social life, and the violence that plagued Kentucky into the early twentieth century.

Curriculum Connections

- Agriculture
- Industrialization
- Institutions
- Literature
- Sports
- Victorian culture
- Violence
- Women's history

Background

Smokestacks and Haystacks

The industrial age began slowly in Kentucky. Louisville led the way with the factories, systems of transportation, and public utilities showcased in the Southern Exposition of 1883. In eastern and western Kentucky, coal mining and timbering challenged agriculture as a way of life. Farms began to grow the new burley tobacco and experimented with laborsaving equipment, but most lacked access to new technology.

Kentucky's Victorian Era

Middle- and upper-class Kentuckians living in the state's larger towns and cities often embraced the Victorian lifestyle. African Americans and poor whites shared few of the new consumer pleasures. In most of the commonwealth, people still lived on farms, where life went on much as it had for generations.

Violent Times

From the Civil War through the first third of the twentieth century, a series of violent events put Kentucky in the national spotlight. Feuds, a governor's assassination, and tobacco wars created an image that continued well into the twentieth century. Although violence was not unique to Kentucky, the kind, number, and duration of the incidents hurt the state's chances of becoming a national leader.

Primary Sources

- Artifacts: costumes, farm tools, furniture, household tools, industrial objects, inventions, minerals, quilt, sports equipment, Victorian curios
- Eyewitness accounts about baseball, early coal mining techniques, farming, and the impact of the railroad
- Images: illustrations, paintings, photographs
- Literary excerpts from James Lane Allen, Madison Cawein, Joseph Seamon Cotter, Annie Fellows Johnston, Alice Hegan Rice, and Robert Burns Wilson
- Map showing Kentucky in 1880

Exhibition Features for Diverse Learners

- Drawers of costume accessories to pull out and see
- Furnished Victorian parlor setting
- Matching game about raw and manufactured products
- Musical excerpts from a Victorian parlor song and a folksong about murder
- Photo album of images of late-nineteenth-century family life
- Walk-through structure representing a Southern Exposition hall
- “Who Am I?” guessing game about secretaries

People

- *African Americans:* Joseph Seamon Cotter

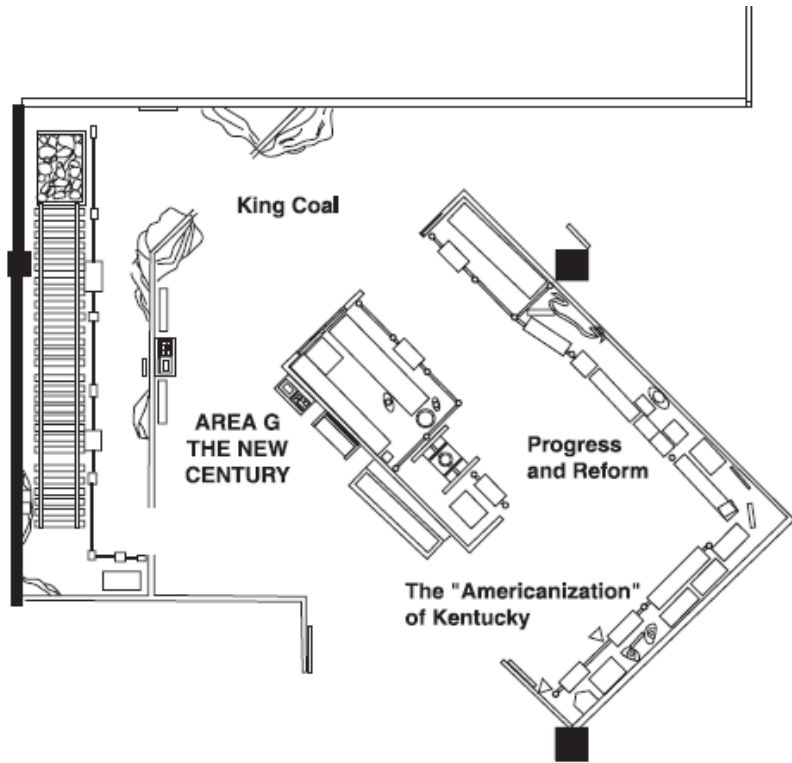
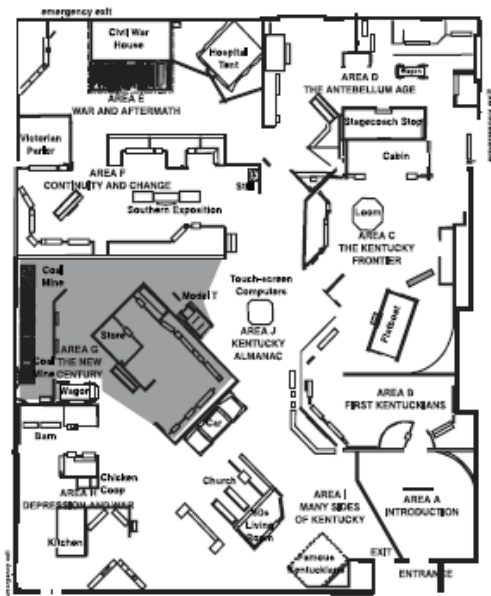
- *Artists:* Carl Brenner, Frank Duveneck, Harvey Joiner, Sarah Price, Paul Sawyer, and Enid Yandell
- *Authors:* James Lane Allen, Madison Cawein, Joseph Seamon Cotter, Annie Fellows Johnston, Alice Hegan Rice, and Robert Burns Wilson
- *Industrial figures:* Alexander Arthur, Casey Jones, John C. C. Mayo, Milton Smith
- *Politicians:* William Goebel, Caleb Powers
- *Suffragist:* Laura Clay
- *Villains:* Jim Howard, Jesse and Frank James, Henry Youtsey

Museum Theatre (must be booked in advance)

- *Who’d Thunk It? Inventing Kentucky History*

EXHIBITION GUIDE

AREA G: NEW CENTURY



Overview

This area examines changes that took place in Kentucky during the first third of the twentieth century. Exhibition features include:

- a walk-through coal mine;
- a life-size setting representing a company store;
- thematic areas that explore coal mining and coal-town life; reform movements that affected civil and women's rights, education, and health care; and the "Americanizing" influences of mass merchandising and media on everyday life.

Curriculum Connections

- African American history
- Coal industry
- Health care
- Literature
- Progressive Era
- Sports
- Women's history

Background

King Coal

The first quarter of the twentieth century was a time of growth and change for the eastern Kentucky coal

industry. The promises of good wages and the comforts of a "modern" company town convinced natives to abandon their farms and attracted European immigrants and African Americans from the Deep South to the mines. While some prospered, all confronted dangerous working conditions and the limits placed on economic and political freedom by the companies. For many, mining introduced a new kind of poverty that ultimately led to the labor unrest of later decades.

Progress and Reform

Kentuckians shared the idealism of reformers nationwide that social problems could be eliminated by individual and group action. Kentucky women played an important role in the movement for suffrage and temperance. Natives and reformers from outside the state worked to improve education and health care for the poor.

The "Americanization" of Kentucky

The first half of the twentieth century saw Kentuckians adopting the trappings of mass culture while clinging to treasured traditions. Automobiles and mule-drawn wagons shared the streets. Magazines, radio, and movies brought national trends across the state. Baseball was the national pastime and young people danced to lively new tunes. Authors, artists, and

musicians reflected Kentuckians' mixed response, blending old and new in local color novels and bluegrass music.

Primary Sources

- Artifacts: coal-mining tools, radio and film paraphernalia, store merchandise, textiles
- Eyewitness account about coal-town life
- Images: illustrations, photographs, photomural of a Kentucky coal town, portraits
- Literary excerpts from Lucy Furman, Irvin Cobb, Elizabeth Madox Roberts, Robert Penn Warren, Jesse Stuart, James Still, Caroline Gordon, and Allen Tate
- Map showing Kentucky geologic features

Exhibition Features for Diverse Learners

- Audio excerpts by women's rights supporter Madeline McDowell Breckinridge and opponent Henry Watterson
- Muscial excerpts by Red Foley, Lionel Hampton, Lily May Ledford and the Coon Creek Girls, Bradley Kincaid, and Bill Monroe
- Photo albums about everyday life
- Scrapbook of photos about the Frontier Nursing Service
- Turn-block biographical components
- Video of excerpts from vintage film about the Frontier Nursing Service
- Walk-through coal mine and company store
- "Who Am I?" guessing game about coal miners

People

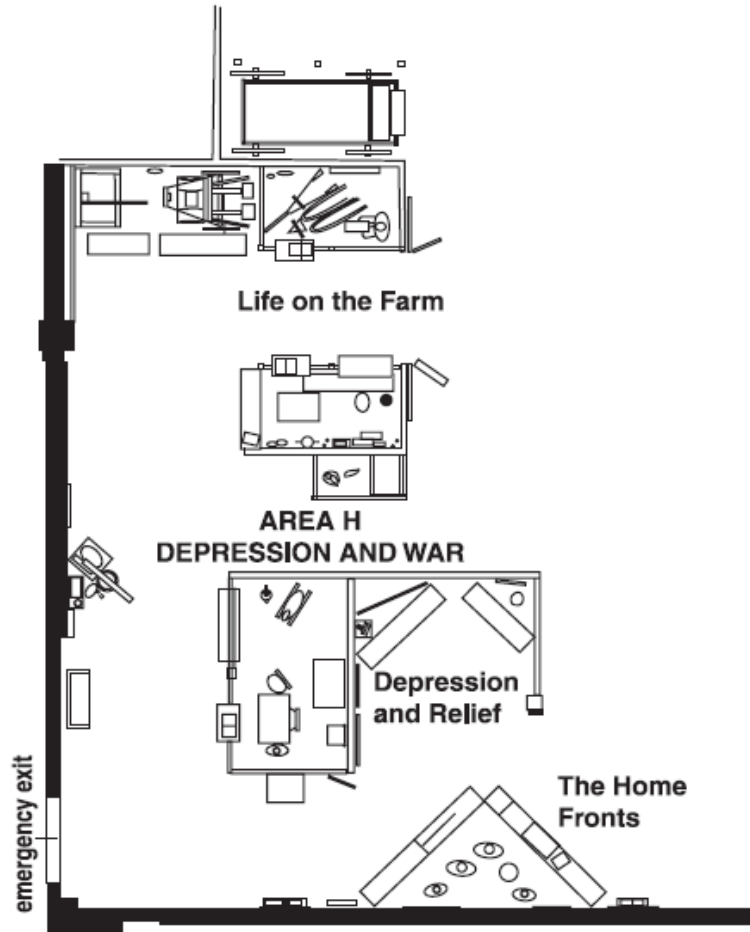
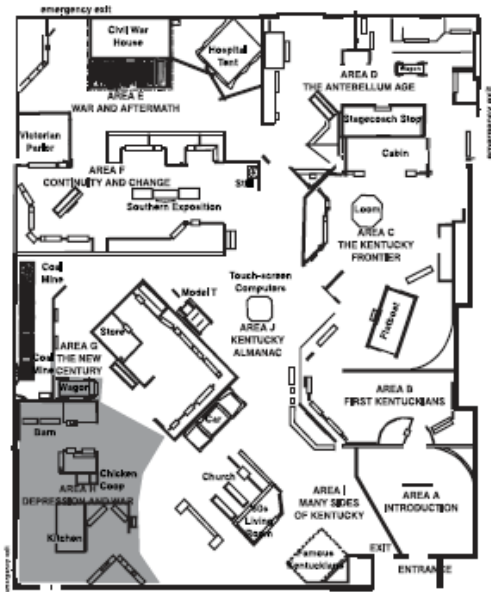
- *African Americans*: Rufus Atwood, James Ahlyn Mundy, Albert Meyzeek, Edward Underwood, Albert S. White
- *Authors*: Lucy Furman, Irvin Cobb, Elizabeth Madox Roberts, Robert Penn Warren, Jesse Stuart, James Still, Caroline Gordon, Allen Tate, Henry Watterson
- *Civil rights leaders*: John Marshall Harlan, Albert Meyzeek, Edward Underwood, Albert S. White
- *Educators*: Rufus Atwood, Katherine Pettit, Cora Wilson Stewart, May Stone
- *Film personalities*: Irene Dunne, Tom Ewell, D. W. Griffith, Patricia Neal
- *Health-care reformers*: Madeline McDowell Breckinridge, Mary Breckinridge, Linda Neville
- *Musicians*: Red Foley, Lily May Ledford, Bill Monroe, James Ahlyn Mundy, John Jacob Niles, "Fiddlin' Doc" Roberts, Jean Thomas
- *Sports figures*: Happy Chandler, Earle Combs, Will Harbut, Charlie Moran, Pee Wee Reese, Adolph Rupp, Clint Thomas
- *Suffragists*: Madeline McDowell Breckinridge, Emma Guy Cromwell, Mary Elliott Flanery
- *Temperance figures*: Frances Beauchamp, Carry Nation

Museum Theatre (must be booked in advance)

- *Birds of Passage*: Vincent Scopa of "Tallie Holler"
- *In the Veins*: *Conversations From a Coal Town*

EXHIBITION GUIDE

AREA H: DEPRESSION AND WAR



Overview

This area focuses on the impact of the Depression and World War II on Kentucky. Exhibition features include:

- a walk-through stock barn filled with agricultural tools;
- a Depression-era farm kitchen setting;
- thematic areas about the Depression, the New Deal, and the World War II home front.

Curriculum Connections

- Agriculture
- Cold war/Korean War
- Depression
- New Deal
- Politics
- Tobacco
- World War II home front

Background

On the Farm

From its earliest years, Kentucky staked its future on agriculture. After the Civil War, corn and hemp gave way to tobacco, a crop that both “held the state hostage and paid the ransom.” Although it required hand cultivation, a small tobacco patch could produce big returns. As America became an industrialized nation, Kentucky tobacco farmers clung to a traditional way of life.

Depression and Relief

The Great Depression hit hard in a state suffering from the effects of Prohibition, a declining coal economy, and a decade-long agricultural depression. A 1930 drought devastated many farms and a 1937 flood damaged dozens of river towns, further slowing the state’s recovery. But federal programs resulted in new roads and buildings and economic assistance that benefited city dwellers and farm families alike.

The Home Front

World War II was a watershed for Kentucky. After years of stagnation, the economy boomed as farms and factories produced goods essential to the war

effort. Record numbers of enlisted Kentuckians fought all over the world. Those who stayed at home prospered as the war ensured jobs for everyone.

Primary Sources

- Artifacts: farm tools, home-front items, kitchen furniture and equipment, military uniforms, political memorabilia, tobacco products
- Eyewitness accounts about the 1937 flood, farm life, and rural electrification,
- Images: photographs and magazine illustrations, photomural of a dark-fire tobacco barn
- Map showing Kentucky products in the 1930s

Exhibition Features for Diverse Learners

- Album of magazine illustrations about the home front in Kentucky
- Audio excerpts from 1930s radio programs
- Audio excerpts of Kentuckians who lived through the Depression
- Drawers of tobacco products and political memorabilia to pull out and see

- Guessing game about products made in Kentucky for the war effort
- Photo album featuring structures built by CCC and WPA workers
- Walk-through stock barn
- “Who Am I?” guessing games about USO hostesses

People

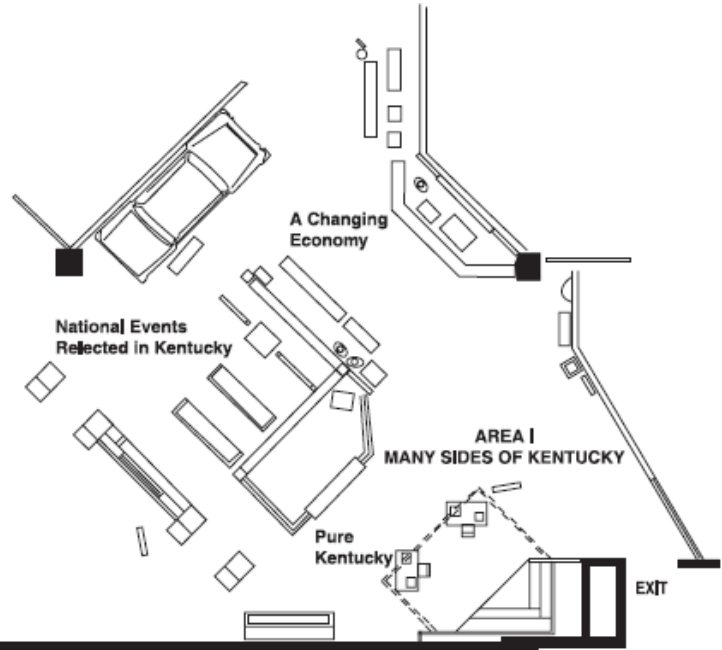
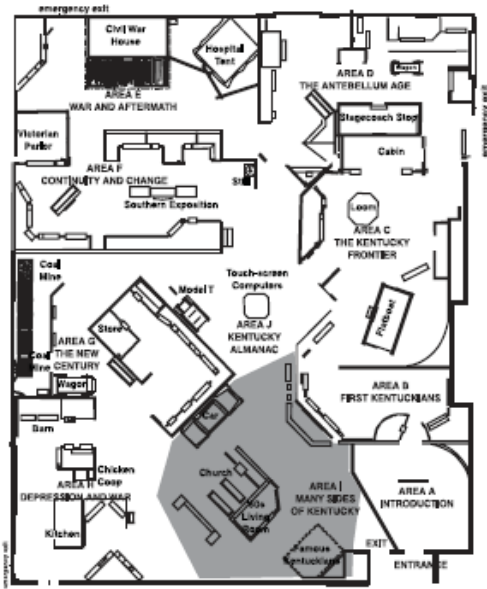
- *African Americans*: Charles Anderson
- *Politicians*: Charles Anderson, Alben Barkley, Happy Chandler

Museum Theatre (must be booked in advance)

- *Diary of the Depression: A Day With Mary Ruth Dawson*
- *Jack and the Robbers* from the “Friends and Jack” series.
- *Tobacco’s Tale: From Bed to Basket*

EXHIBITION GUIDE

AREA I: MANY SIDES OF KENTUCKY



Overview

This area focuses on Kentucky's last sixty years.

Exhibition features include:

- a walk-through African American church setting of the civil rights era;
- a 1960s living room setting;
- thematic areas about the impact of national events and issues on Kentucky, the state's changing economy, and celebrities from authors to sports heroes.

Curriculum Connections

- Agriculture
- Civil rights movement
- Entertainers
- Environment
- Gulf War
- Industry
- Literature
- Manufacturing
- Music
- Politics
- Sports
- Suburbs
- War on Poverty
- Women's Movement
- Vietnam War
- 1960s

Background

National Events Reflected in Kentucky

National political issues of the 1960s and 1970s affected everyday life in Kentucky. Traditional social patterns changed in response to the struggle for civil rights, the War on Poverty in Appalachia, the Vietnam controversy, and the women's movement. In the 1980s and 1990s, Kentuckians went to war in the Middle East, while major changes occurred at home as a result of education and health-care reforms.

A Changing Economy

In recent years Kentucky has experienced economic changes similar to those occurring across the nation. Although agriculture and the extractive industries have continued to be important, diversification into new economic sectors has created jobs and decreased dependence on single sources. By improving its transportation infrastructure and increasing manufacturing, Kentucky has strengthened its place in the national and global economy.

Pure Kentucky

During the past fifty years, Kentuckians have enriched American life with musical and theatrical performances, written works, and athletic achievements. From country music singers and local color novelists to award-winning actors and Olympic athletes, these special people have shown the world what Kentucky has to offer.

Primary Sources

- Artifacts: 1960s furniture, celebrity items, manufactured goods, political memorabilia, textiles
- Images: photographs, political posters
- Literary excerpts from Harriette Simpson Arnow, Wendell Berry, Janice Holt Giles, Sue Grafton, Barbara Kingsolver, Bobbie Ann Mason, Ed McClanahan, and Thomas Merton

Exhibition Features for Diverse Learners

- Album of magazine illustrations about the home front in Kentucky
- Audio excerpts from Civil Rights speeches and writings
- Audio excerpts from radio broadcasts of significant Kentucky sports events
- Drawers of political memorabilia to pull out and see
- Musical excerpts by Sam Bush, Billy Ray Cyrus, Skeeter Davis, Rosemary Clooney, J. D. Crowe, the Everly Brothers, Tom T. Hall, Lionel Hampton, the Judds, Patty Loveless, Loretta Lynn, Bill Monroe, John Michael Montgomery, Ricky Skaggs, Mary Travers, Merle Travis, Keith Whitley, and Dwight Yoakam
- Photo album featuring everyday life from 1960 to 1999
- Turn-block biographical components
- Video of television news clips from the 1960s
- Video of tourist attractions across the state
- Walk-through church

People

- *African Americans:* Muhammad Ali, Charles Anderson, Todd Duncan, Lyman Johnson, Georgia Powers, George Wolfe, Whitney Young Jr.
- *Athletic figures:* Muhammad Ali
- *Authors:* Harriette Simpson Arnow, Wendell Berry, Harry M. Caudill, Janice Holt Giles, Sue Grafton, Barbara Kingsolver, Bobbie Ann

Mason, Ed McClanahan, Thomas Merton, Marsha Norman

- *Civil Rights activists:* Edward T. Breathitt Jr., Lyman Johnson, Georgia Powers, Charles Tucker, Frederick Vinson, Whitney Young Jr.
- *Entrepreneurs:* Paul Blazer, Wendell Cherry, David Jones, Harland Sanders
- *Film and theatre figures:* Ned Beatty, Foster Brooks, Leo Bermeister, John Carpenter, George Clooney, William Conrad, Tom Cruise, Todd Duncan, Florence Henderson, Ashley Judd, Lee Majors, Marsha Norman, Warren Oates, Annie Potts, Harry Dean Stanton, Jim Varney, George C. Wolfe
- *Journalists:* Nick Clooney, Bob Edwards, Diane Sawyer, Helen Thomas, Hunter S. Thompson
- *Musicians:* Sam Bush, Rosemary Clooney, J. D. Crowe, Billy Ray Cyrus, Skeeter Davis, Todd Duncan, Faith Esham, the Everly Brothers, Crystal Gayle, Tom T. Hall, Lionel Hampton, Grandpa Jones, the Judds, the Kentucky Headhunters, Pee Wee King, Patty Loveless, Loretta Lynn, Bill Monroe, John Michael Montgomery, Jean Ritchie, Ricky Skaggs, Mary Travers, Merle Travis, and Dwight Yoakam
- *Politicians:* Edward T. Breathitt Jr., John Y. Brown Jr., Julian Carroll, Martha Layne Collins, Bert Combs, Ernie Fletcher, Wendell Ford, Brereton Jones, Louie B. Nunn, Paul Patton, Wallace Wilkinson

Museum Theatre

- *Nothing New for Easter: Shopping for Civil Rights*
- *Red, White, and Black: The Bradens, the Wades, and a Bombing*

RESOURCES FOR TEACHERS

General Kentucky History

- Harrison, Lowell H., and James C. Klotter. *A New History of Kentucky*. Lexington, 1997.
- Kleber, John E., ed. *The Kentucky Encyclopedia*. Lexington, 1992.
- Lucas, Marion B. *A History of Blacks in Kentucky: From Slavery to Segregation, 1760-1891*. Frankfort, 1992.
- Klotter, James C., ed. *Our Kentucky: A Study of the Bluegrass State*. Lexington, 1992.
- Klotter, James C. and Freda. *A Concise History of Kentucky*. Lexington, 2008.
- Potter, Eugenia, ed. *Kentucky Women: Two Centuries of Indomitable Spirit and Vision*. Louisville, 1997.
- Ulack, Richard, ed. *Atlas of Kentucky*. Lexington, 1998.
- Ward, William Smith. *A Literary History of Kentucky*. Lexington, 1988.
- Wright, George C. *A History of Blacks in Kentucky: In Pursuit of Equality, 1890-1980*. Frankfort, 1992.

Textbooks

- Campbell, Tracy. *A Kentucky Adventure*. Salt Lake City, 2007.
- Klotter, Freda and James C. *Faces of Kentucky*. Lexington, 2006.
- Kuster, Sylvia and Barbara Donnell Hamilton. *Kentucky: Land of Beauty and Wonder*. Atlanta, 2007.

Web Sites

- Kentucky Historical Society. <http://history.ky.gov>
Kentucky-specific resources for teachers, including digitized images of thousands of

photographs, maps, manuscripts and other items from KHS collections

Kentuckiana Digital Library. <http://kdl.kyvl.org/>
Primary sources and finding aids to resources in Kentucky colleges, universities, libraries, and historical societies. Includes over 400,000 photographs, newspaper and book pages, and oral histories in Kentucky collections.

Kentucky Atlas and Gazetteer.
<http://www.uky.edu/KentuckyAtlas/kentucky.html>
Interactive county, physiographic, and relief maps of Kentucky

Kentucky Encyclopedia. <http://www.kyenc.org>

KYLIT: A Site Devoted to Kentucky Writers.
<http://www.english.eku.edu/SERVICES/KYLIT/default.htm>
Biographical essays on Kentucky authors, accessible alphabetically and chronologically

State of Kentucky Web Site. <http://kentucky.gov>

Notable Kentucky African Americans Database.
<https://www.uky.edu/Libraries/NKAA/index.php>
Biographical sketches, photographs, and other resources about black history in Kentucky

Women in Kentucky: Our Legacy, Our Future.
<http://www.womeninkentucky.com/sitemap.html>
Biographical information on dozens of Kentucky women, accessible by time period and region, along with primary sources and other resources.

RESOURCES FOR STUDENTS

General Kentucky History

- Brown, Dottie. *Kentucky*. Hello U.S.A. Minneapolis, 2002.
- Kummer, Patricia A. *Kentucky*. One Nation Series. Mankato, Minn., 2003.
- Marsh, Carole. *Kentucky History: Surprising secrets About Our State's Founding Mothers, Fathers, and Kids!* Atlanta, 1997.
- Pack, Linda Hager. *A is for Appalachia: The Alphabet Book of Appalachian Heritage*. New York, 2002.
- Riehle, Mary Ann McCabe. *B Is for Bluegrass, A Kentucky Alphabet*. New York, 2002.
- Stein, R. Conrad. *Kentucky*. America the Beautiful Series. New York, 1999.
- Thompson, Kathleen. *Kentucky*. Portrait of America Series, 1996.

Fiction

- Ceder, Georgiana Dorcas. *Winter Without Salt*. New York, 1962—A story about a Kentucky boy who loses his parents in an Indian attack but discovers that the natives are not all bad.
- Chaffin, Lillie D. *Freeman*. New York, 1972—The story of a boy living in an eastern Kentucky coal-mining community who discovers that his parents are really his grandparents.
- _____. *John Henry McCoy*. New York, 1971—An account about an eastern Kentucky family that moves to the city in search of employment.
- Cole, Norma. *The Final Tide*. New York, 1990—The story of a Kentucky community threatened by a TVA power project in the 1940s.
- Davis, Jenny. *Good-bye and Keep Cold*. New York, 1988—A young adult novel about a girl whose mother becomes involved with the man who causes the stripmining accident that killed her father.
- Foreman, James. *A Ballad for Hogskin Hill*. New York, 1979—A young adult novel about a boy who becomes involved in the controversy over stripmining.
- Green, Connie Jordan. *The War at Home*. New York, 1989—The story of a family that migrates from eastern Kentucky to Oak Ridge, Tennessee, during World War II.
- Hiser, Berniece. *The Adventures of Charlie and His Wheat straw Hat*. New York, 1986—A picture book by a Kentucky native set in Breathitt County during the Civil War.
- Kassem, Lou. *Listen for Rachel*. New York, 1986—A Civil War romance set in the Appalachian mountains.
- Lyon, George Ella. *Cecil's Story*. New York, 1991—A picture book about a boy who must cope with

the absence of a father who is serving in the Civil War.

- _____. *Come a Tide*. New York, 1990—A picture book about a family coping with spring flooding in Harlan County.
- _____. *Borrowed Children*. New York, 1988—The story of an eastern Kentucky teenager whose family is coping with the Depression and a new baby.
- _____. *Here and Then*. New York, 1994—A novel about a girl who travels back in time to the Battle of Perryville.
- _____. *Who Came Down This Road?* New York, 1992—A picture book about the life of a Kentucky road and the many groups who traveled down it.
- Meltzer, Milton. *Underground Man*. New York, 1972—The adventures of an Ohio boy drawn into the Underground Railroad during the 1830s.
- Ross, Kent and Alice Ross. *Cemetery Quilt*. New York, 1995—A picture book about a girl who learns to accept her grandfather's death through a family "graveyard" quilt.
- Rylant, Cynthia. *When I Was Young in the Mountains*. New York—A picture book about rural Appalachian life early in the twentieth century.
- Sanders, Scott Russell. *The Floating House*. New York, 1995—A picture book about a family that travels down the Ohio River to settle on the frontier.
- Seymour, Tres. *We Played Marbles*. New York, 1998—A picture book about a game of marbles on an old farm that evokes images of the Civil War battle fought there.
- Stephens, Mary Jo. *Witch of the Cumberlands*. New York, 1974—A mystery set in eastern Kentucky in the Depression.
- Steele, William. *The Year of the Bloody Sevens*. New York, 1963—The adventures of an eleven-year-old in the Kentucky Indian wars.
- Stiles, Martha Bennett. *Kate of Still Waters*. New York, 1990—The story of a central Kentucky family forced to sell their farm.

Web Sites

Kentucky Symbols.

<http://www.50states.com/kentucky.htm>

Kentucky Kid's Page.

<http://www.lrc.state.ky.us/kidspages/hav.htm>

Kentucky Facts Booklet.

<http://www.thinkkentucky.com/kyedc/pdfs/kyfactsbk.pdf>